

Action Assignment 5a. REVIEWER'S SCORING SHEET

Please evaluate the attached grant proposal using the following scale for each criterion listed below:

5 = Excellent 4 = Good 3 = Average 2 = Weak 1 = Poor 0 = not evident

Criteria	Description	Score
Demonstration of need or problem <ul style="list-style-type: none"> Funding for music education programs has greatly diminished in recent years 	Proposal documents or demonstrates a real need or problem (it uses convincing data, case studies, interviews, focus group results, media attention, etc.).	5
Timeliness, urgency <ul style="list-style-type: none"> Much negative attention in press placed on lack of funding for music programs Offers some positive press opportunities for grantor 	The proposal shows that the investment in this work is urgent, timely, pressing, "hot"; recent data, events, press attention, etc., help to bring this home, without overstating.	5
Clear, tangible outcomes. <ul style="list-style-type: none"> Composer three times to create original piece to better understand composition process 	Objectives and outcomes for the project are clear and measurable or tangible (For example, the project will result in improved client status, greater public awareness, new products, new or improved systems, replicable models, provision of services, research findings, etc.).	5
Sound methodologies. <ul style="list-style-type: none"> Who better to teach students music composition than a real-life composer Real-world application for students 	The proposed methods, approaches, and strategies are realistic, reasonable, effective, outcome-oriented - drawing on best practice and the latest thinking and research.	5
Organizational credibility <ul style="list-style-type: none"> Applying for grant within and offered by school district employed by - it doesn't get much more credible than that! 	The organization has credibility for this kind of work (strength, name recognition, a history or track record of achievements, related mission and goals, unique position, letters of support).	5
Staffing. <ul style="list-style-type: none"> Composer coming in to share expertise and knowledge of creating an original piece of music 	The human resource allocation to this project is appropriate (internal staff expertise, use of external consultants, advisory committee).	5
Participation <ul style="list-style-type: none"> Students, Staff and members of Composers and Schools in Concert work together to plan, participate and evaluate project 	Stakeholders, partners, clients, beneficiaries, and funder representatives will participate in the planning, implementation, and evaluation of the project.	5
Collaboration <ul style="list-style-type: none"> Connecting with professional composers throughout the United States 	The proposal includes new partnerships and a collaborative approach.	5
Innovation/Creativity/Uniqueness. <ul style="list-style-type: none"> Students are seeing the real-world application of composing music with the guidance of a composer 	The concept is innovative and not redundant with other projects.	5
Multicultural/intergenerational	There is clear recognition of the value of diversity and use of a multicultural and/or intergenerational approach.	0
Evaluation plan <ul style="list-style-type: none"> Performance based assessment What is your evaluation for the objective: Students will gain an understanding of the composition process. 	There is a solid evaluation plan.	3
Dissemination <ul style="list-style-type: none"> Premiere of original piece in May 2017 	The results of the project will be effectively disseminated (e.g., in peer review journals, through press events , mailings, list-servs, web sites, etc.).	4
Replicability	The proposed model is replicable.	5
Sustainability <ul style="list-style-type: none"> Students spend three class workshops/rehearsals with composer and then what? What type of long-term effects will this experience have on your school and students? Will you reapply for this grant annually/biannually so more students will have this opportunity? 	The project is sustainable; it will be institutionalized; alternative sources of funding will be pursued.	2
Inkind contributions <ul style="list-style-type: none"> Use of school supplies/resources while 	There are inkind contributions or matches (funding, staffing, equipment, office space, etc.).	1

<ul style="list-style-type: none"> composer is working with students No mention of funding from another source 		
Technology <ul style="list-style-type: none"> Will you be using any technology to assist you and your students in the composing of music? 	There is innovative use of emerging technologies.	0
Overall value <ul style="list-style-type: none"> No mention of cost to bring in composer in grant What is the cost to bring in a composer? How much are you asking for? 	The overall value of the project (the relationship of benefits to costs) is high. The overhead or indirect rate is reasonable and competitive.	0
Fit with funder <ul style="list-style-type: none"> Supporting fine arts within own district 	The project has a clear fit with the funder's priorities and parameters; it is informed by research on and presubmission dialogue with the funder.	5
Proposal clarity, organization, and completeness	The content of the proposal is well organized, there is a logical progression of ideas; the writing style is economical (not verbose or convoluted); the funder guidelines for organization and contents of the proposal are followed.	5
Visual Presentation	The visual presentation is effective; it includes helpful graphics/charts/tables, exhibits, marketing materials, etc. (pursuant to funder preferences); the proposal is neat and orderly.	4
Total Score		75/100

TITLE of GRANT REVIEWED: Composer Commission for Brookfield Central Choirs

COMMENTS: Super cool project! I would have loved to have this type of opportunity during high school. It seems like it would be a very powerful experience for you and your students. How awesome of your school district to offer grant opportunities! Good luck!

DECISION: **Accept** or Reject ?